**Lesson Plan Format**

**Teacher Candidate \_Christopher Millard\_ Grade Level\_6\_ Date of lesson\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Content Standards:** State the unit goal and identify one or two primary local, state **or** national curricular standards to which your lesson aligns. What key knowledge and skills will students be able to demonstrate as a result of your instruction?

**-6SS3: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.**

**6SS3.b: Identify the transition from tyranny and oligarchy to early democratic forms of government and back to dic tatorship in ancient Greece, including the**

**significance of the invention of the ideas of citizenship.**

**6SS3.c: Explain the key differences between Athenian, or direct, democracy and**

**representative democracy.**

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

**- Students have prior knowledge of theocracy, monarchy, oligarchy, and democracy.**

**- Students have knowledge on Solon, Cleisthenes, and Pericles.**

**- Students have some knowledge on citizenship.**

**- Students have prior knowledge of democracy, tyranny, oligarchy, and monarchy.**

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

**- Students will be able to compare/contrast the early forms of democracy to democracy in the United States today.**

**- Students will be able to describe who were eligible to vote.**

**- Students will be able to describe citizenship and the effects it had on society.**

**- Students will transition from tyranny (where I am the ruler) to an early form of**

**democracy, voting on an upcoming project.**

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

Informal assessment

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

**- PowerPoint, Internet, textbook, pen/pencil, prior graphic organizers/notes dictionary**

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Model exercise**

**Scaffold informational text**

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

**I will initiate a discussion with the class regarding an upcoming project about Greek arts and sciences. Students will be told that the kind of project that they will be doing is still up in the air. I will explain that I have thought about a report, diorama (3-d model), a play, a mural, etc. However, I have not decided on the what format I want the final project to be presented. During the discussion, I will hand out 3 types of cards (Ecclesia, Metic, Servant) to random male students in the class. ½ of the cards will be Ecclesia, ¼ of the cards wil be Metic, and ¼ of the cards will be servants.**

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

**I will ask the class to recall who Ecclesia, Metic, and Servants are. Using a primary source, students will investigate further what Oligarchy is. I will inform them that only the Ecclesia are eligible to partake in the discussion and all other students must not partake in the discussion. I will hand out a voting ballot only to the Ecclesia and have them cast their vote for the whole class. I will collect the ballots and record the tally on the board. I will observe the emotions of the class, expecially the students that were not allowed to vote.**

**Questions to ask:**

**How was or wasn’t this a democratic way of dealing with a dilemma?**

**What part of the classroom membership was totally left out of the decision-making process?**

**Who amoung the boys were not able to participate in the “democratic” process?**

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

**To close the lesson, I will inform the students that this activity simulates the earliest forms of democracy in Ancient Greece. We will compare the Ancient Greece democracy to the current democracy in the United States and who is eligible to vote.**

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

|  |  |  |
| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Bobby | Diagnosed ADHD from IEP. Issues with focusing. | Prompt as needed.  Allow Para to assist. |
| Steve | Physical disability. Writing arm in sling. | Have “servant” assist in casting ballot |
| Yuki | ELL. Speaks very poor English. Progressing with pocket translator. | Graphic organizer. Repeat directions. Use pocket translator. |

**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?